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Information/Action

Educator Preparation Committee

Proposal to Update the Transition Timeline of Education Specialist Programs to New Standards and Development of an Education Specialist Teaching Performance Assessment

Executive Summary: This agenda item provides information on the plan for approved Education Specialist preparation programs to transition to the newly adopted Program Standards. The item also presents a plan for developing an Education Specialist teaching performance assessment.

Recommended Action: That the Commission adopt the proposed transition plan for Preliminary Education Specialist preparation programs and the proposed timeline for the development of the Education Specialist teaching performance assessment.

Presenters: William Hatrick, Consultant and Sarah Solari Colombini, Consultant, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Proposal to Update the Transition Timeline of Education Specialist Programs to New Standards and Development of an Education Specialist Teaching Performance Assessment

Introduction

The Commission on Teacher Credentialing (Commission) adopted revised preparation standards and requirements for the adopted Education Specialist teaching credentials at its [August 2018](#) meeting and specified that all programs would need to transition to the new standards by fall 2020. At the [April 2019](#) meeting, the Commission adopted proposed authorization statements for the new Education Specialist preliminary credentials which enabled Commission staff to begin the process of developing regulatory language for the new credentials. This agenda item presents the next step in the process of updating the Education Specialist credential system and proposes a revised timeline for programs transitioning to the newly adopted standards.

In support of the Commission's work, the Governor's proposed budget includes funding and staffing for the Commission to create an Education Specialist teaching performance assessment (TPA) over the next three years. This new funding and staffing, should it be included in the final budget, will also allow the Commission to work closely with programs as they redesign to meet the new standards and to begin implementing a TPA with their Education Specialist credential candidates. Coordinating the timing and work of developing an Education Specialist TPA with the timing of programs transitioning to the new standards will minimize the likelihood that programs would need to re-adjust once a TPA is developed.

Background

Currently there are 133 distinct programs offered at a total of 66 different institutions leading to a preliminary Education Specialist credential. This means that there are quite a large number of faculty who must learn about and determine how to integrate a TPA in their programs. In many institutions the faculty for the Mild to Moderate Disabilities (will be Mild to Moderate Support Needs) and Moderate to Severe Disabilities (will be Extensive Support Needs) overlap to some degree, however, the faculty for Early Childhood Special Education, Deaf and Hard of Hearing and Visual Impairment programs are almost always distinct from the other special education preparation programs. The table below illustrates the number of institutions that currently sponsor a preliminary Education Specialist preparation program.

	MM	MS	VI	DHH	ECSE	Total
CSU	21	20	2	2	9	54
UC	2	2	0	1	0	5
Privates	29	14	0	3	4	50
LEAs	12	8	0	0	4	24
Total	64	44	2	6	17	133

Proposed Timeline for Transition

Many institutions have already begun meeting and making minor changes to their courses and fieldwork. Institutions may transition to the updated standards and new Performance Expectations earlier than the required timeline. The date specified by the Commission is the final date when all Commission-approved programs must be fully meeting the updated requirements.

The process to revise a currently approved teacher preparation program to meet newly adopted Program Standards, Performance Expectations, and TPA can be challenging and institutions have a number of internal procedural steps to accomplish to get new coursework approved. In recent months, staff has heard from a number of institutions that more time for program redesign around the new standards would be helpful. It can take up to one year from the time faculty complete revisions to coursework for these changes to be approved by the academic senate. The level and complexity of changes that need to be made to meet the new standards, coupled with a new requirement to embed an Education Specialist TPA into coursework and fieldwork, suggest the strong need for additional time for program development.

Staff is proposing that programs transition to the newly adopted standards and implement a to-be designed TPA in the fall 2022. By doing so, for example, the development of the Commission’s model Education Specialist CalTPA will be far enough along and sufficient information will have been shared with all preparation programs to make the transition to new standards and integration of the TPA as smooth as possible. The proposed timeline for transition to the new program standards, TPEs, a required TPA is illustrated in the table below. The table provides information on the steps the Commission plans to take to develop its model, the Education Specialist CalTPA.

Year	Activity
2019-20	<ul style="list-style-type: none">• Hold focus groups with faculty from Commission-approved Special Education preparation program faculty to gather input on how the CalTPA could be modified to validly and reliably assess special education candidates’ knowledge, skills• Identify and convene the Education Specialist CalTPA Design Team and begin development of the Education Specialist CalTPA
2020-21	<ul style="list-style-type: none">• Pilot draft Education Specialist CalTPA and gather data• Recruit assessors, develop assessor training, and train assessors• Work with all Commission-approved programs to introduce the draft Education Specialist CalTPA used in the pilot• Based on the data compiled from the Pilot, make appropriate revisions in the draft Education Specialist CalTPA
2021-22	<ul style="list-style-type: none">• Field Test revised Education Specialist CalTPA• Work with all Commission-approved programs to understand the revised Education Specialist CalTPA

Year	Activity
	<ul style="list-style-type: none"> • Recruit and train additional special education assessors • Make additional revisions, if needed, to the draft Education Specialist CalTPA based on field test data and survey responses from program coordinators/faculty, assessors, and candidates • Conduct Standard Setting Study and determine recommendation for initial passing standard for the operational Education Specialist CalTPA—possibly hold this in 2022-23
2022-23	<ul style="list-style-type: none"> • If not completed in 2021-22, conduct Standard Setting Study and determine recommendation for initial passing standard for the operational Education Specialist CalTPA • First operational administration— Recruit and train additional assessors

Given the timeline for the development and implementation of the Education Specialist CalTPA illustrated in the table above, postponing the required transition date to fall 2022 would allow programs time to learn about and integrate an Education Specialist TPA into their program design and courses.

Staff Recommendation

Staff recommends that the Commission adopt the fall 2022 as the transition date for all preliminary Education Specialist teacher preparation programs. This means that candidates enrolling for the 2022-23 academic year would meet the updated TPEs and would be required to take and possibly pass a TPA, this leaves open the option for the 2022-23 year to be a non-consequential year for special education candidates.

Next Steps

If the Commission takes action to adopt the proposed transition timeline, staff will work with program sponsors to share this information.